

How to Read the Test Reports

READING

Overview of Grades 4, 8, and 11

Grade 4

Charts 4.1 – 4.4: Statewide by District Size Category (horizontal charts)

- Arranged from the bottom of the chart up beginning with the state and going up the left side of the chart in the order of district-size category, small to large.
- The district size categories and the number of students tested in that district size category are labeled.
- The percents along the bottom of the chart are the NPRs.

Grade 8

Charts 8.1 – 8.4: Statewide by District Size Category (horizontal charts)

- Arranged from the bottom of the chart up beginning with the state and going up the left side of the chart in the order of district-size category, small to large.
- The district size categories and the number of students tested in that district size category are labeled.
- The district size categories are by size of the district and type.
- The percents along the bottom of the chart are the NPRs.

Grade 11

Charts 11.1 – 11.4: Statewide by District Size Category (horizontal charts)

- Arranged from the bottom of the chart up beginning with the state and going up the left side of the chart in the order of district-size category, small to large.
- The district size categories and the number of students tested in that district size category are labeled.
- The district size categories are by size of the district and type.
- The percents along the bottom of the chart are the NPRs.

Reading, Grades 4, 8, and 11

Chart 1: 4, 8, 11 R

The chart below shows the National Percentile Ranks for grades 4, 8, and 11. Grades 4 and 11 scored an NPR of 66% while grade 8 students scored 60%.

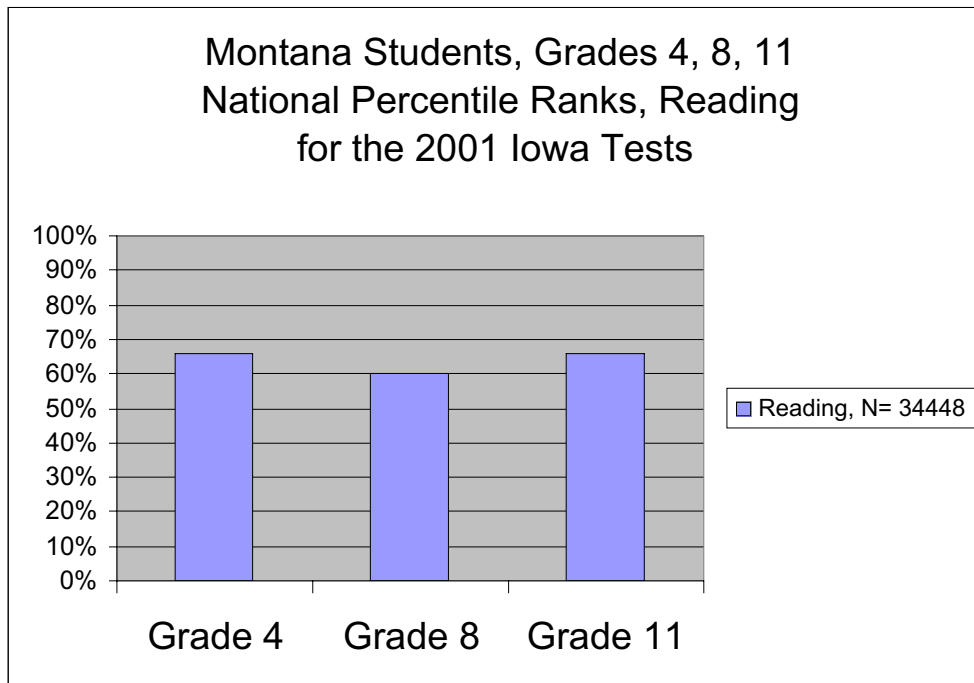


Table 1: 4, 8, 11 R

The table below shows the percentage of students for each disaggregation scoring in the combined Proficient and Advanced categories (P+A) and the Novice category for each of the three grades.

Groups	Grade 4		Grade 8		Grade 11	
	P + A Stanines 5-9	Novice Stanines 1-3	P + A Stanines 5-9	Novice Stanines 1-3	P + A Stanines 5-9	Novice Stanines 1-3
All Students	79%	10%	73%	13%	78%	10%
Students Without Disabilities	83%	7%	78%	9%	82%	7%
Students With Disabilities	35%	40%	26%	52%	26%	48%
Female Students	80%	9%	75%	12%	81%	7%
Male Students	77%	10%	72%	15%	74%	12%
Native American Students	53%	26%	42%	38%	51%	26%
White Students	83%	7%	78%	10%	81%	8%
Students on Free/Reduced Lunch	67%	16%	58%	25%	62%	20%

Table 2: 4, 8, 11 R

National Percentile Rank for each disaggregation across Montana.

Groups	Grade 4	Grade 8	Grade 11
All Students	66%	60%	66%
Students Without Disabilities	69%	64%	69%
Students With Disabilities	32%	25%	26%
Female Students	67%	60%	68%
Male Students	66%	60%	64%
Native American Students	44%	36%	41%
White Students	69%	64%	69%
Students on Free/Reduced Lunch	54%	47%	51%

Table 3: 4, 8, 11 R

Customized Skills Reports: Montana Reading Standards tested in the Iowa Tests

Standard	Grade 4		Grade 8		Grade 11	
	# of Items	Percent Correct	# of Items	Percent Correct	# of Items	Percent Correct
Construct meaning to comprehend, interpret, and respond to text	45	67%	47	67%	40	61%
Apply skills and strategies	80*	67%	100*	64%	91*	64%
Select, read and respond for a variety of purposes	3*	49%	3*	62%	6	59%
Evaluate and synthesize information from a variety of sources	2*	61%	9	61%	5*	60%
* The Iowa Tests measure the knowledge dimension of the Montana Standard, but do not adequately measure the application aspect.						

Table 4: 4, 8, 11 R

Student Questionnaire: How often do you read for fun on your own time?

	Grade 4	Grade 8	Grade 11
Never or hardly ever	11% (N=1164)	21% (N=2419)	23% (N=2553)
1 or 2 times a year	4% (N=454)	12% (N=1399)	15% (N=1620)
1 or 2 times a month	7% (N=783)	18% (N=2059)	17% (N=1890)
1 or 2 times a week	25% (N=2670)	23% (N=2683)	21% (N=2272)
Almost every day	51% (N=5492)	26% (N=3008)	22% (N=2406)
No response	2% (N=181)	1% (N=133)	3% (N=285)

Table 5: 4, 8 R

NAEP data from 1994 and 1998 are included to add to the picture of student achievement in Reading. Although NAEP data give another perspective to the picture of Montana students in grades four and eight tested in 1994 and 1998, these are not the same 4th or 8th grade students measured in the 2001 statewide assessment.

With the scores for Montana White and Montana Native American students are the percent of students who scored basic or above. It should be noted that the number of White students tested is considerably larger and therefore, generalizations are safer. For example, in the 1994 grade 4 test, 1,972 Montana White students and 226 Montana Native American students were included in the testing sample.

Grade:Year	Average Score					
	All National	White National	Native American National	All Montana	White Montana	Native American Montana
4: 1994	214	224	201	222	226 (73%)	203 (50%)
4: 1998	217	227	202	226	230 (77%)	209 (50%)
8: 1998	264	272	248	270	273 (85%)	250 (64%)

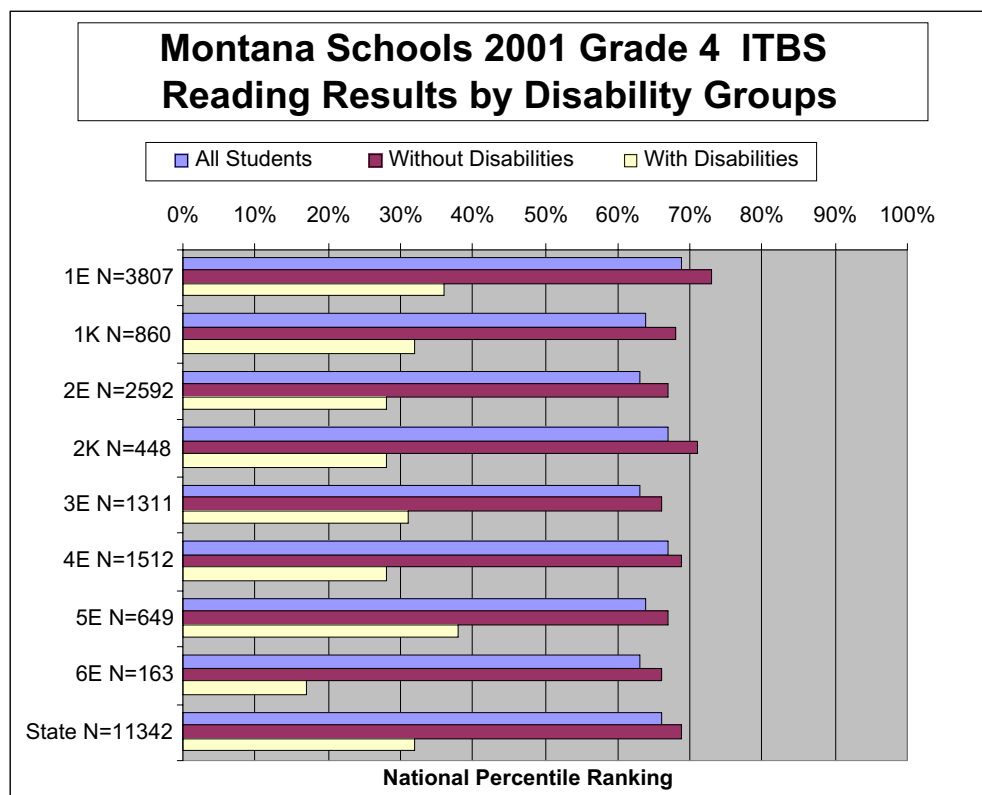
Table 6: 11 R

ACT Reading results for high school graduating class of 2001.

Average Score All National	Average Score All Montana	Average Score White Montana	Average Score Native American Montana
21.3	22.4	22.6	18.3

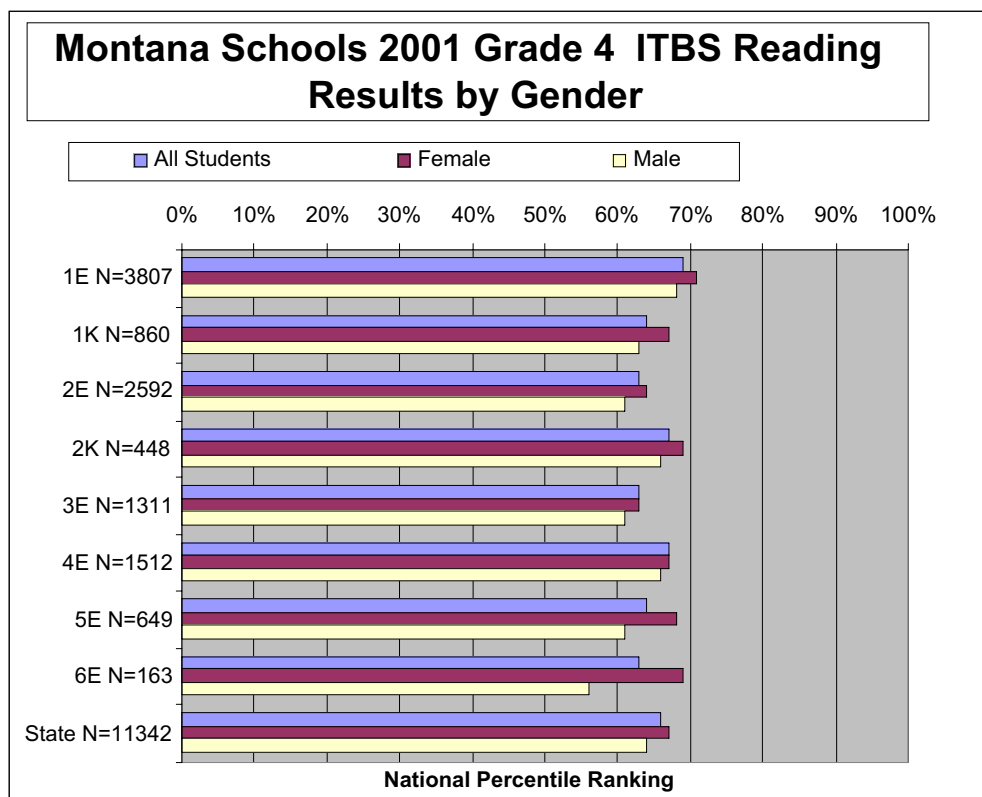
Of the 6,641 Montana students taking the ACT, 5,699 include White students and 319 include Native American students.

Chart 4.1 R



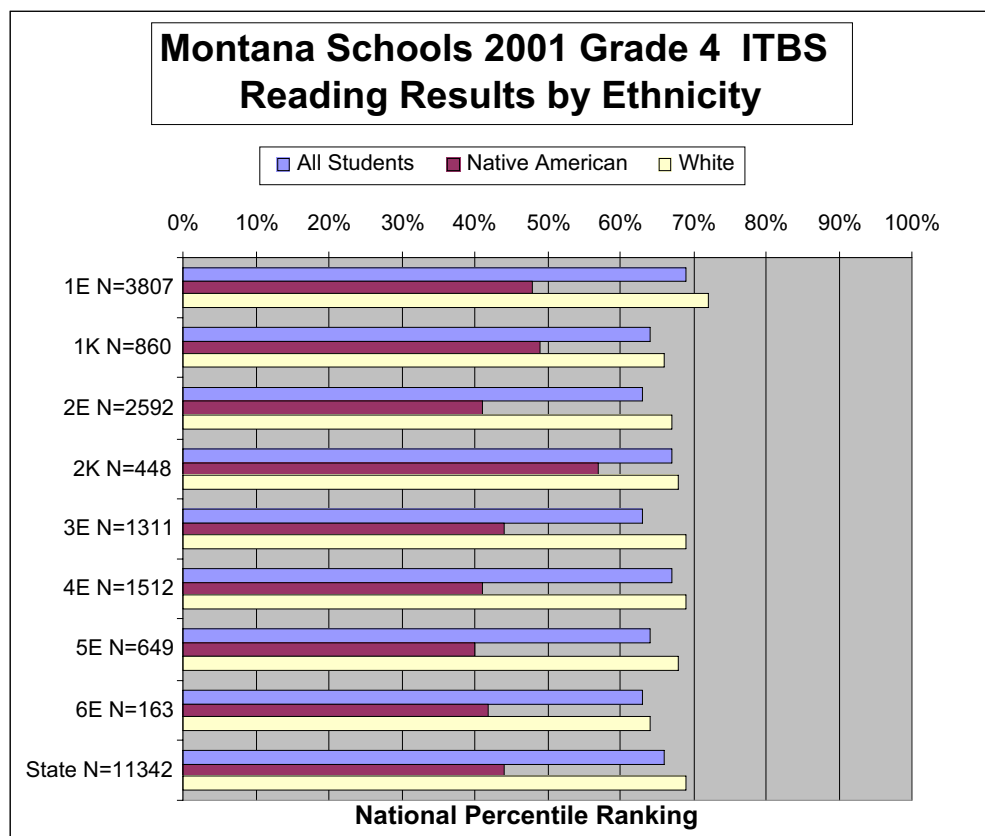
1. All students
 - The NPR for all Montana students is 66%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 69%. This number is relatively stable with most districts plus or minus 3-4 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities tested is 32%. This number is stable with most district size categories at plus or minus 4-6 percentage points except 6E students whose number is too small for comparisons.
4. Students without and with disabilities compared
 - Statewide, Montana students without disabilities scored 37 percentage points above students with disabilities, 69% and 32% respectively. This number is relatively stable with most districts 4-5 points plus or minus the 37 percentage points except 6E, but the number of students with disabilities tested in the 6E size category is too small for comparisons.

Chart 4.2 R



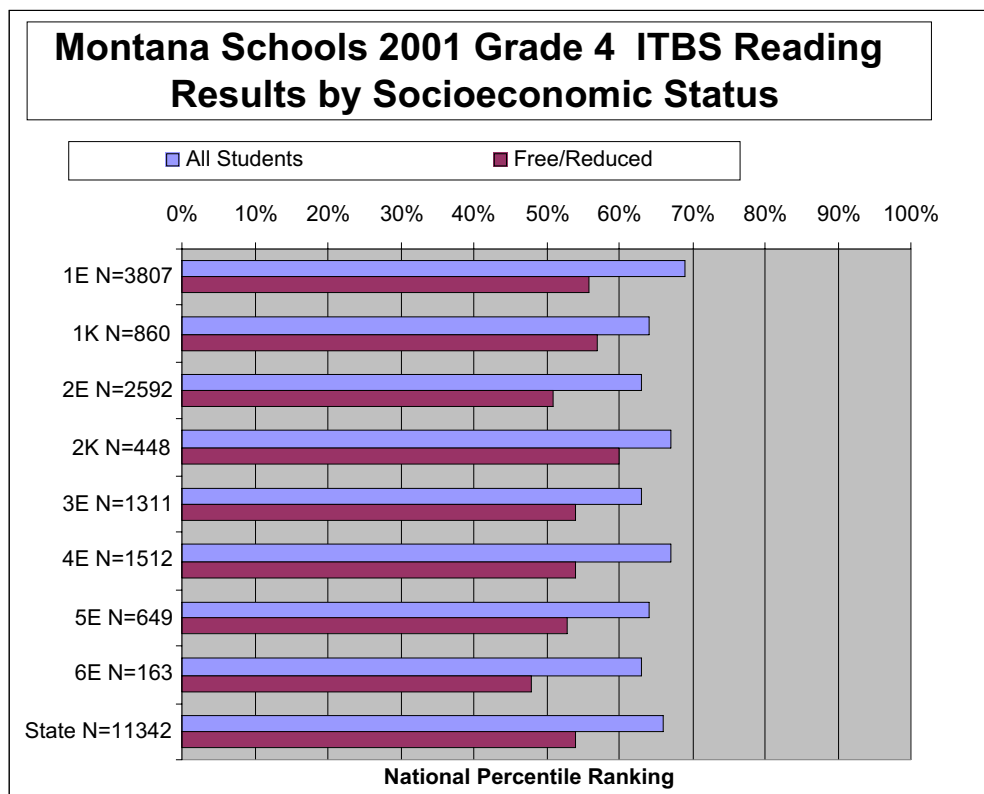
1. Male and female students
 - The NPR for all Montana students is 66%.
2. Female students
 - Statewide, the NPR for female students is 67%. That number is stable with all district size categories plus or minus 3-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is 66%. That number is relatively stable with most district size categories plus or minus 2-5 percentage points except for district size 6E (56% for 78 males tested), but the number is small, making the data less stable.
4. Male and female students compared
 - Statewide, females scored one percentage point above the males, 67% and 66%.

Chart 4.3 R



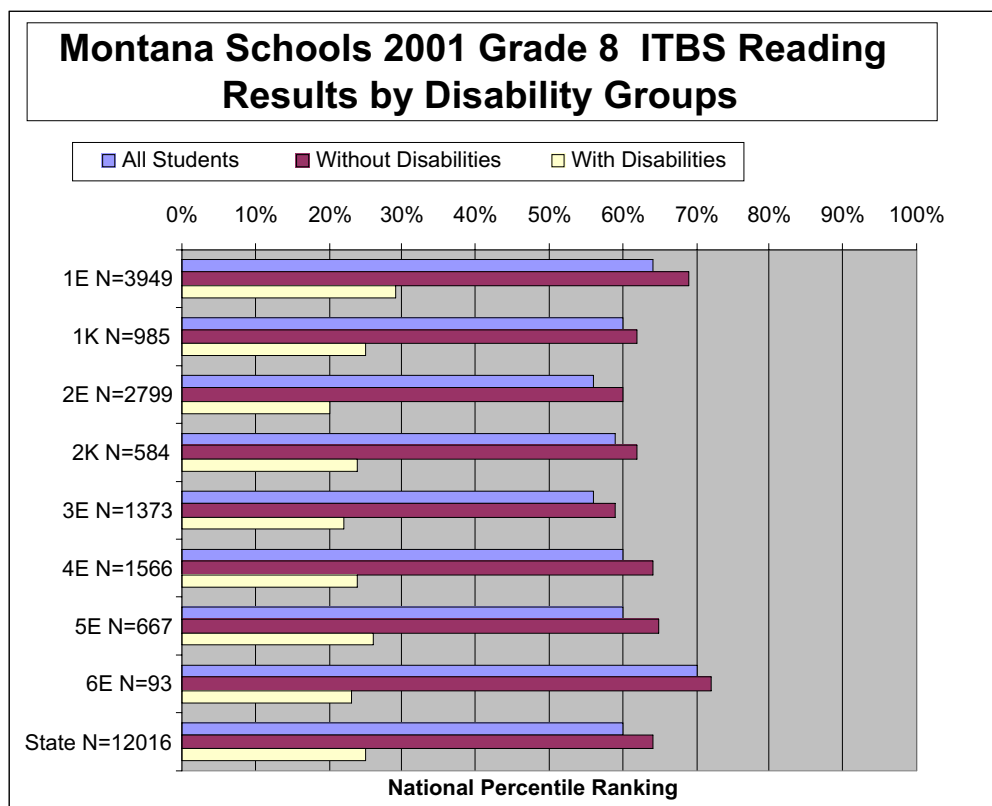
1. All students
 - The NPR for all Montana students is 66%
2. Native American students
 - Statewide, the NPR for Native American students is 44%. This number is relatively stable with most districts plus or minus 4-5 percentage points except 2K whose 32 Native American students scored 57%. The number of students tested in 2K district size is small, making the data less stable.
3. White students
 - Statewide, the NPR for the White students tested is 69%. This number is stable with most district size categories at plus or minus 2-3 percentage points.
4. Native American and White students compared
 - Statewide, Montana White students scored 25 percentage points above Native American students, 69% and 44% respectively. This number is relatively stable with most districts 4-5 points plus or minus the 25 percentage points. Two district size categories showed a smaller difference between Native American and White students, but the numbers are too small for generalizations (1K, a 17 point difference and 2K, an 11 point difference).

Chart 4.4 R



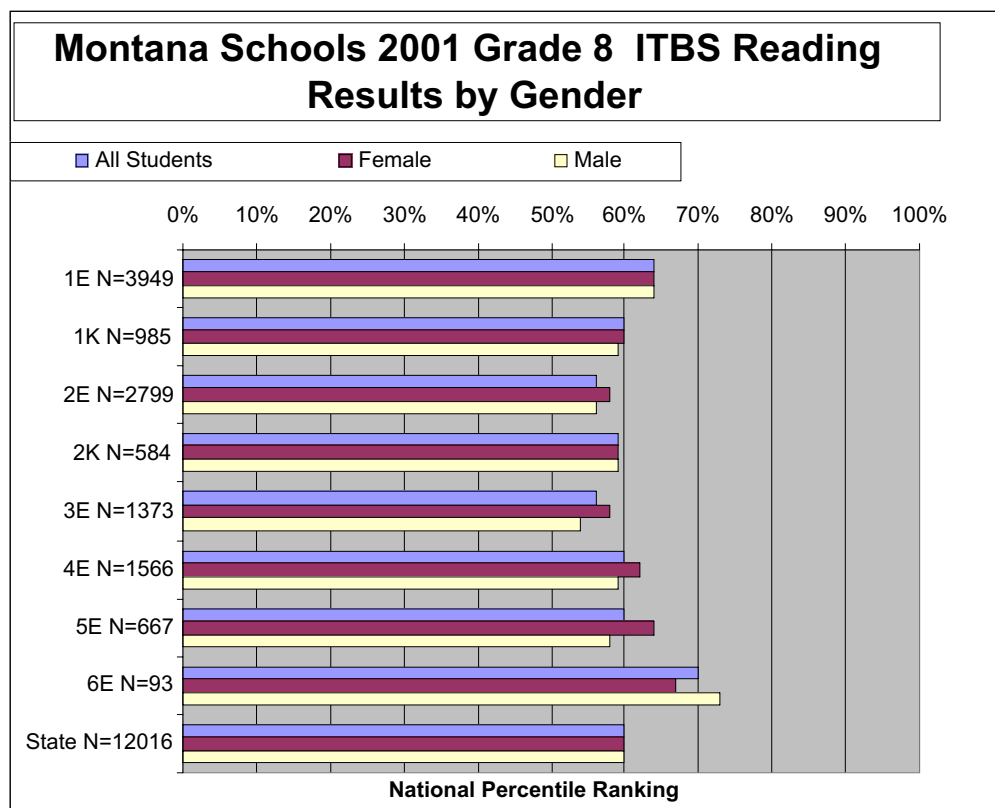
1. All students
 - The NPR for all Montana students is 66%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 54%. This number is relatively stable with all but one district size category scoring within plus or minus 4-5 percentage points. The 156 students in the 2K district size category who participated in free/reduced lunch programs scored 60%, 6 points above the state for that group.
3. Comparison
 - Statewide, all Montana students scored twelve percentage points higher than those participating in free/reduced lunch programs, 66% and 54% respectively, except a very small number of students in size category 6E.

Chart 8.1 R



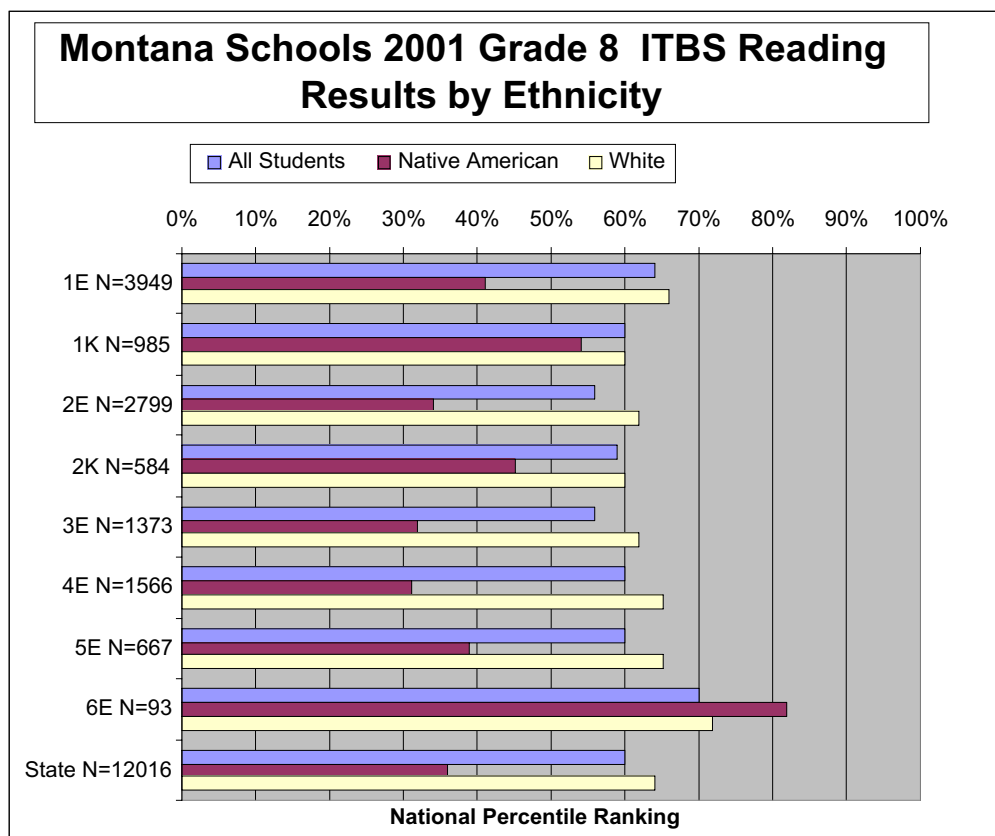
1. All students
 - The NPR for all Montana students is 60%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 64%. This number is relatively stable with most districts plus or minus 4-5 percentage points except 6E students without disabilities who scored 72%.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 25%. This number is stable with most district size categories at plus or minus 3-4 percentage points.
4. Students without and with disabilities compared
 - Statewide, Montana students without disabilities scored 39 percentage points above students with disabilities, 64% and 25% respectively. This number is relatively stable with most districts 4-5 points plus or minus the 39 percentage points except 6E, but the number of students with disabilities tested in the 6E size category is too small for comparisons.

Chart 8.2 R



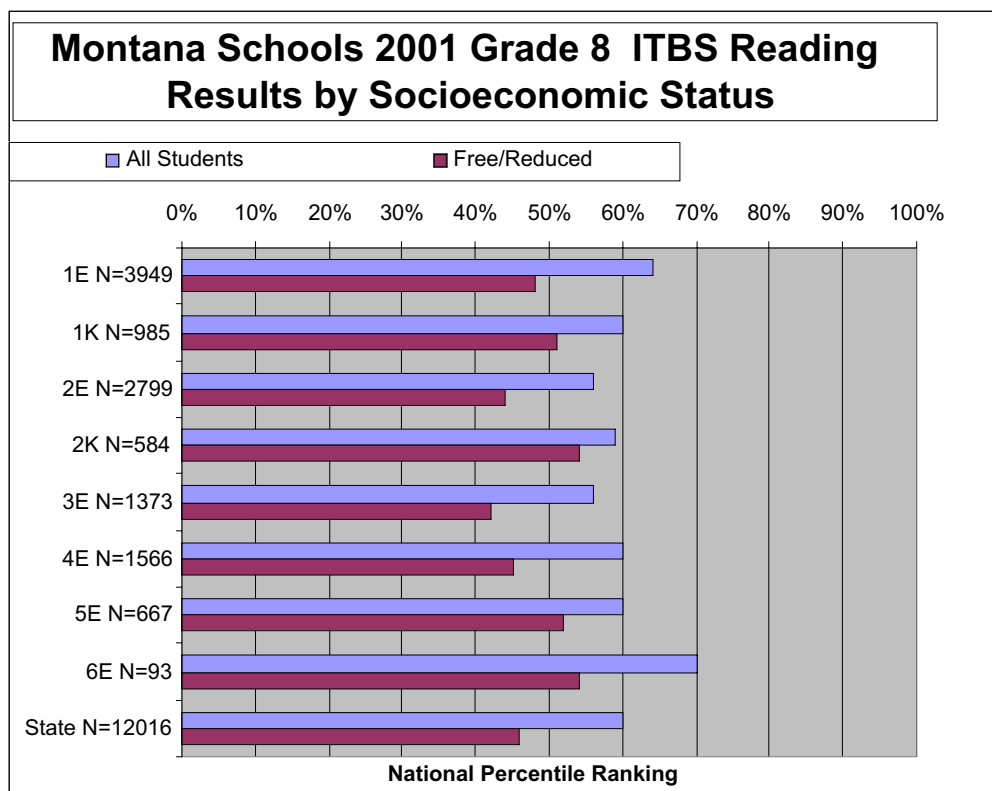
1. Male and Female Students
 - The NPR for all Montana students is 60%.
2. Female Students
 - Statewide, the NPR for female students is 60%. That number is stable with most district size categories plus or minus 4-6 percentage points except 6E (67% for 40 female students tested), but the number tested is small making the data less stable.
3. Male Students
 - Statewide, the NPR for male students is 60%. That number is relatively stable with most district size categories plus or minus 4-6 percentage points except for 6E (73% for 53 males tested), but the number tested is small, making the data less stable.

Chart 8.3 R



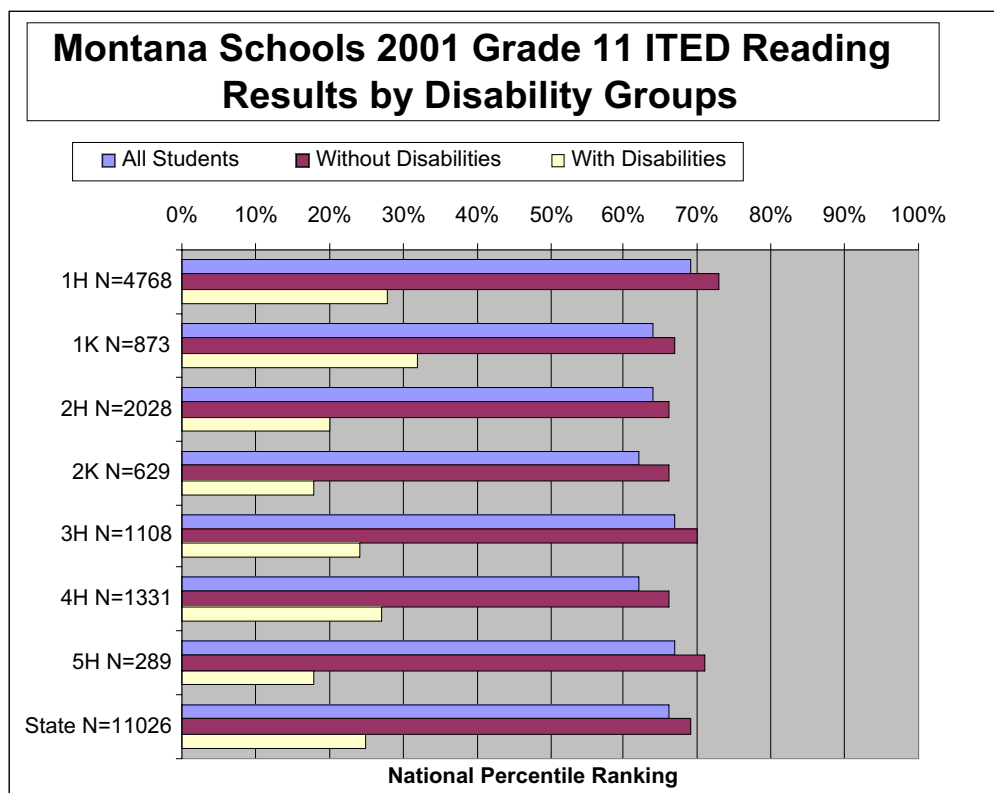
1. All students
 - The NPR for all Montana students is 60%.
2. Native American students
 - Statewide, the NPR for Native American students is 36%. This number is relatively stable across the state with most districts plus or minus 5-6 points except in size categories 1K (54%), 2K (45%), and 6E (82%). The number of students tested in 1K and 2K is small, making the data less stable. And, the number of students tested in 6E is too small for any comparisons.
3. White students
 - Statewide, the NPR for White students tested is 64%. This number is stable with most district size categories at plus or minus 2-3 percentage points except 6E (72%), but the number of students tested in 6E is small making the data too small for comparison.
4. Native American and White students compared
 - Statewide, Montana White students scored 28 percentage points above Native American students, 64% and 36% respectively. This number is relatively stable with most districts 5-6 points plus or minus the 28 percentage points. Two district size categories, 1K and 6E, showed a smaller difference between Native American and White students. In both, the number of Native Americans tested is small in the 1K category, making the data less stable and in 6E, too small for any comparisons.

Chart 8.4 R



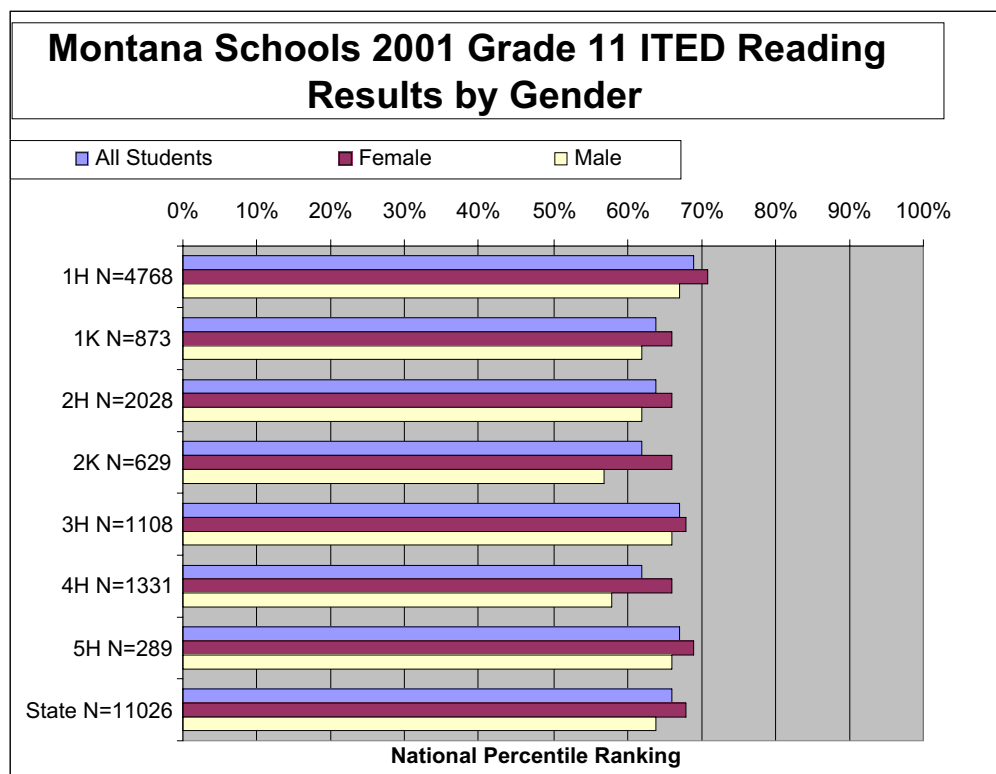
1. All students
 - The NPR for all Montana students is 60%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 47%. This number is relatively stable with all but one district size category scoring within plus or minus 4-5 percentage points. The 171 students in the 2K district size category who participated in free/reduced lunch programs scored 54%, 8 points above the state for that group. District size 6E also scored 54%, but the number of students tested is too small for comparisons.
3. Comparison
 - Statewide, all Montana students scored thirteen percentage points higher than those participating in free/reduced lunch programs, 60% and 47% respectively, except a very small number of students in size category 6E.

Chart 11.1 R



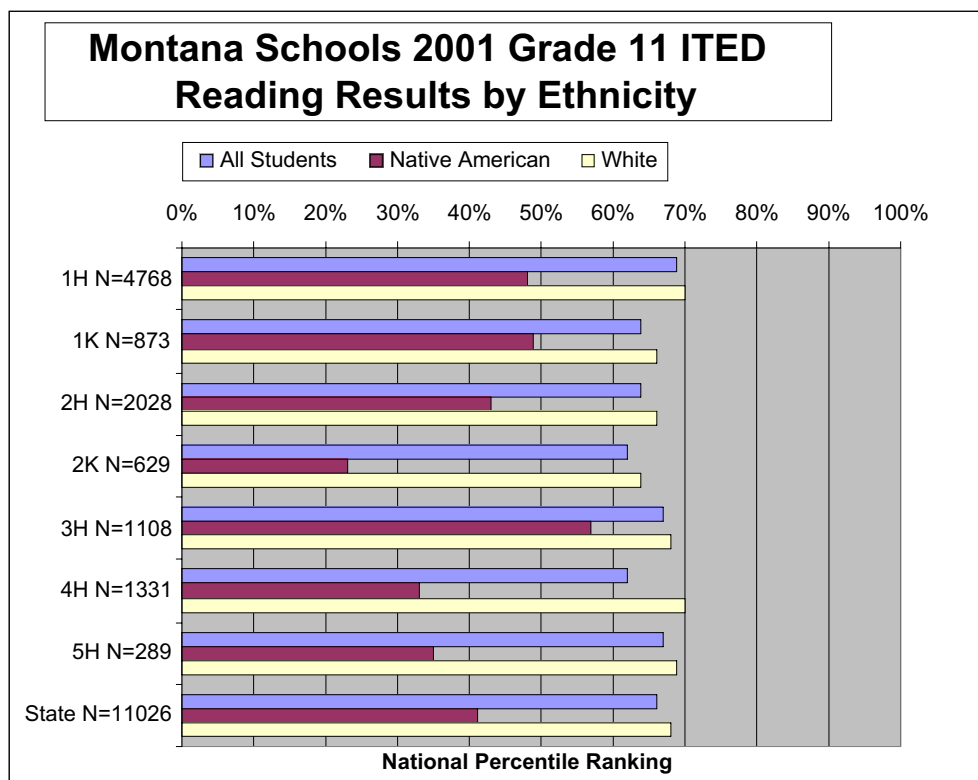
1. All students
 - The NPR for all Montana students is 66%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 69%. This number is relatively stable with most districts plus or minus 4-5 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 26%. This number is somewhat stable with most district size categories at plus or minus 6-7 percentage points.
4. Students without and with disabilities compared
 - Statewide, Montana students without disabilities scored 43 percentage points above students with disabilities, 69% and 26% respectively. This number is relatively stable with most districts 4-5 points plus or minus the 43 percentage points except 5H, but the number of students with disabilities tested in the 5H size category is too small for comparisons.

Chart 11.2 R



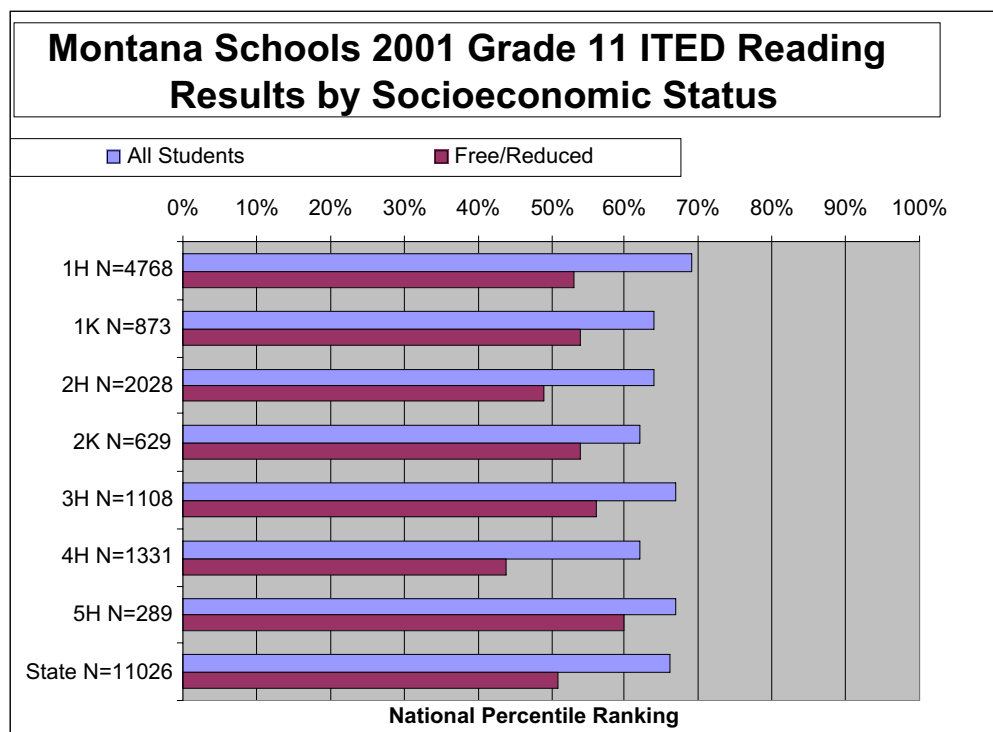
1. Male and female students
 - The NPR for all Montana students is 66%.
2. Female students
 - Statewide, the NPR for female students is 68%. That number is stable with all district size categories plus or minus 2-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is 64%. That number is relatively stable with most district size categories plus or minus 2-4 percentage points except 4H (58% for 670 males) and 2K (57% for 319 males).
4. Male and female students compared
 - Statewide, females scored four percentage points above the males, 68% and 64% respectively except in size categories 4H (8 percentage point difference) and 2K (9 percentage point difference).

Chart 11.3 R



1. All students
 - The NPR for all Montana students is 66%.
2. Native American students
 - Statewide, the NPR for Native American students is 41%. This number is relatively stable and varies in district size categories 1H (48%), 3H (57%), and 1K (49%) all of which scored beyond 5-6 percentage points. The number of students tested in 1H and 3H is small, making the data less stable. And, the number of students tested in 1K is too small for any comparisons.
3. White students
 - Statewide, the NPR for White students tested is 68%. This number is stable with most district size categories at plus or minus 3-4 percentage points.
4. Native American and White students compared
 - Statewide, Montana White students scored 27 percentage points above Native American students, 68% and 41% respectively. This number is relatively stable with most districts 5-6 points plus or minus the 27 percentage points except for district size categories 4H (37 point difference), 3H (11 point difference), 2K (41 point difference), and 5H (34 point difference). The number of students in 4H and 3H is large enough for relative stability, but the number of students in 2K, and 5H is too small for comparisons.

Chart 11.4 R



1. All students
 - The NPR for all Montana students is 66%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 51%. This number is relatively stable with all but two district size categories scoring within plus or minus 4-5 percentage points. The 399 students in the 4H district size category who participated in free/reduced lunch programs scored 44%, 7 points below the state for that group. The 81 students in the 5H district size scored 60%, but the number of students tested makes the data less stable.
3. Comparison
 - Statewide, all Montana students scored fifteen percentage points higher than those participating in free/reduced lunch programs, 66% and 51% respectively, except for students in 2K (8 point difference) and 5H (7 point difference).